

The background features abstract, overlapping geometric shapes in various shades of green, ranging from light lime to dark forest green. These shapes are primarily located on the left and right sides of the page, framing the central text. The overall aesthetic is clean and modern.

# Twinkl Phonics and Rhino Readers

# Twinkl Phonics

The background features abstract, overlapping geometric shapes in various shades of green, ranging from light lime to dark forest green. These shapes are primarily located on the right side of the page, creating a modern, layered effect. The text 'Twinkl Phonics' is positioned on the left side of the page in a clean, sans-serif font.

# Phonics Teaching

## Twinkl Phonics

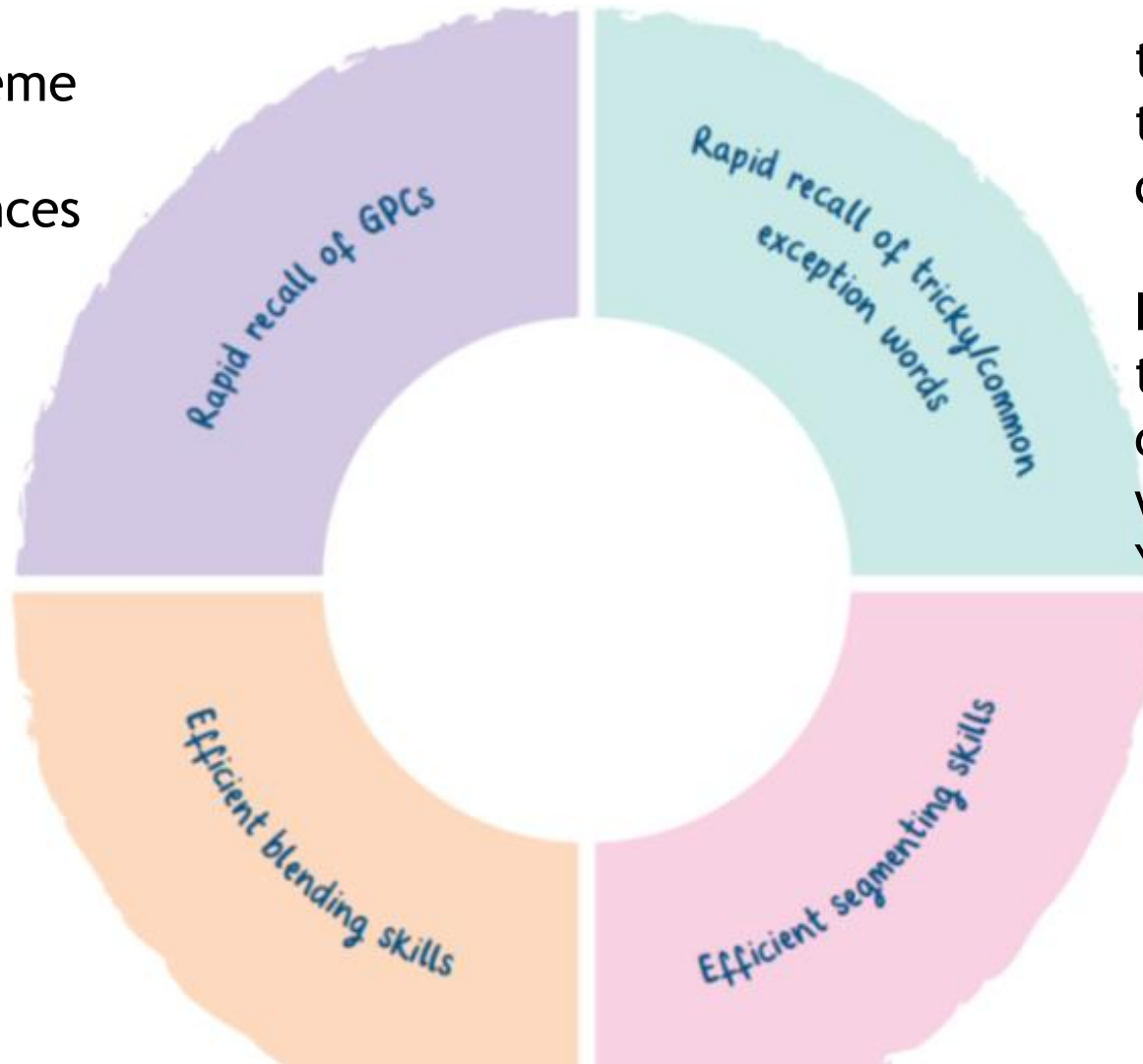
- ▶ Validated by the Department for Education.
- ▶ Prepares children well for the Phonics Screening Check at the end of year 1
- ▶ Cohesive approach, each lesson follows the same structure, this continues throughout the phonics journey in school.

# What is Synthetic Phonics

- ▶ A method of teaching reading and writing where words are broken up into the smallest unit of sound, called phonemes.
- ▶ Children learn to write a letter, or group of letters, known as graphemes for each phoneme.
- ▶ Sounds are blended together to be able to read words.
- ▶ Words are segmented and broken down for writing.

# The 4 key elements of teaching phonics

GPCs- Grapheme  
Phoneme  
Correspondences



Tricky words are taught throughout the phonics curriculum.

Every year group has their own list of common exception words, from Year 1 to Year 6

# Phonics Teaching- The Journey Through Reception, Year 1 and Year 2

## Level 2

GPCs	Tricky Words for Reading
s a t p	
i n m d	
g o c k	
ck e ur	to, the
h, b, f, l	no, go, l
ff, ll, ss, 's' saying /z/	all level 2 tricky words
Recap of all Level 2 sounds	all level 2 tricky words

# Phonics Teaching- The Journey Through Reception, Year 1 and Year 2

## Level 3

GPCs	Tricky Words for Reading	Tricky Words for Spelling
j, v, w, x	all level 2 tricky words	
y, z, zz, qu, ch	he, she	the, to
sh, th, th, ng	we, me, be	
ai, ee, igh, oa	was	no, go, l
oo, oo, ar, or	my	
ur, ow, oi, ear	you	
air, ure, er	they	
all level 3 GPCs	here	
all level 3 GPCs	all, are	
trigraphs and consonant digraphs	was, my (recap)	
recap j, v, w, x and vowel digraphs	we, they (recap)	
all level 3 GPCs	all level 3 tricky words	the, to, no, go, l

# Phonics Teaching- The Journey Through Reception, Year 1 and Year 2

## Level 4

GPCs	Tricky Words for Reading	Tricky Words for Spelling
CVCC Words	said, so	he, be, we, she, me
CVCC Words	have, like, come, some	was, you
Adjacent Consonants	were, there, little, one	they, are, all
Adjacent Consonants	do, when, out, what	my, here
three-letter adjacent consonants	all level 4 words	all level 4 words

# Phonics Teaching- The Journey Through Reception, Year 1 and Year 2

## Level 5

**By the end of Level 5, children will have had opportunities to:**

- give the phoneme, when shown any grapheme that has been taught;
- for any given phoneme, write the common graphemes;
- apply phonics knowledge and skills as the primary approach to reading and spelling unfamiliar words that are not completely decodable;
- read and spell phonically decodable two-syllable and three-syllable words;
- read automatically all taught tricky and common exception words;
- accurately spell all the Level 2, 3 and 4 tricky words and most of the common exception words for reading;
- form each letter correctly;
- use alternative ways of pronouncing and representing the long vowel phonemes.

# Phonics Teaching- The Journey Through Reception, Year 1 and Year 2

## Level 6

**By the end of Level 6, children will have had opportunities to:**

- read accurately most words of two or more syllables;
- read most words containing common suffixes;
- read most common exception words;
- read most words accurately, in age appropriate books, without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words;
- sound out most unfamiliar words accurately, without undue hesitation;
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically plausible attempts at others;
- spell most common exception words correctly.

# Phonics Teaching Phonics Lessons

## 1. Revisit & Review

All PowerPoints begin with a **'Revisit and Review'** of prior learning. In this section, children are able to revisit previously taught sounds and tricky (common exception) words ensuring that they become secure in recognising and applying them.



## 2. Teach

**'Teach'** slides introduce new sounds or a new concept for that lesson.



# Phonics Teaching Phonics Lessons



## 3. Practise

'Practise' slides enable children to practise the new sounds/concept through fun and interactive whole-class games and activities.



## 4. Apply

'Apply' slides encourage all children to apply their phonics learning in either a reading or writing task.



## 5. Assess

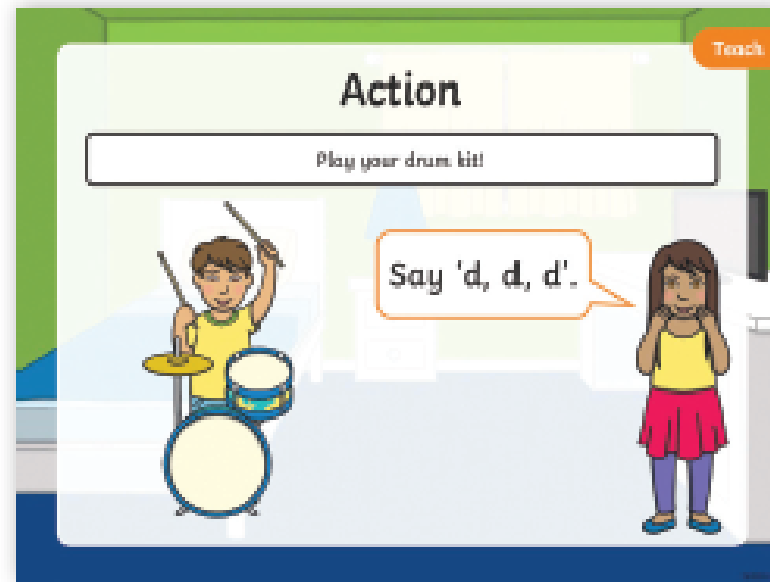
The 'Assess' slide sums up the learning that has taken place. It enables the opportunity to reflect on the learning as a class and assess children's learning and understanding of taught concepts.

# Phonics Teaching

## Mnemonics, Actions and Songs

### Actions

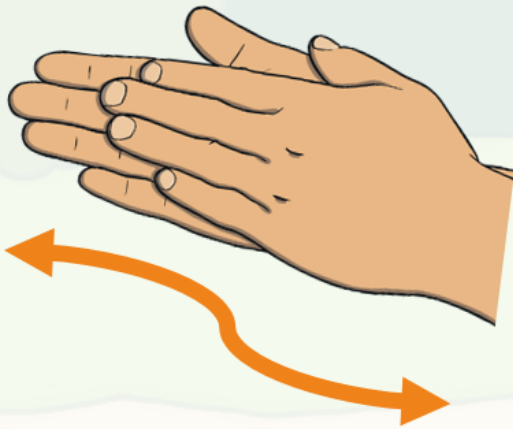
Children also learn a linked physical action alongside the letter and mnemonic. For example, the action for 'd' is to play your drum kit. While saying the sound 'd, d, d', the children pretend to hit a drum with drumsticks.



# Action

Make a snake's head with your hands and wiggle your body like a snake!

Say 'sss'.



Click me for Kit's teaching tips!



# Phonics Teaching

## Mnemonics, Actions and Songs

### Songs

There is a song for each letter and sound in Levels 2 and 3. These can be found here as part of our wider SSP provision. Each song ties into the theme of that letter's mnemonic in order to support recall. They are all sung to the tune of a familiar traditional song or nursery rhyme.



**Let's Sing!**

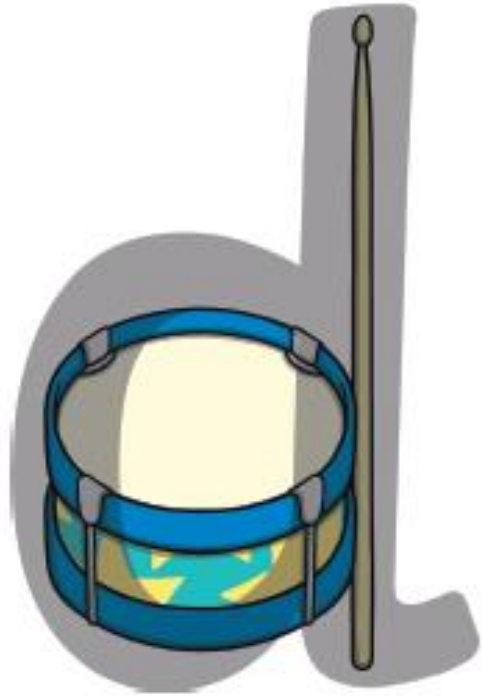
(To the tune of 'The Wheels on the Bus')

See the little puppy loves to play,  
p - p - p  
p - p - p  
See the little puppy loves to play,  
All day long.

Play Song 

# Phonics Teaching

## Mnemonics, Actions and Songs



Around the drum,  
up and down the stick.

### Mnemonics

Twinkl Phonics mnemonics link to both the phoneme and the grapheme to give as much visual information to the children as possible and aid children's recall.

### Letter Formation

Finally, children will learn the correct grapheme formation through a letter formation rhyme, which is linked to the mnemonic.



# Phonics Teaching Sound Books

- ▶ These come home on a Friday and need to be back in the following Thursday.
- ▶ The phonemes taught that week will be included in the sound book.
- ▶ Each sheet includes work on letter formation, and a task related to that phoneme (for example write the phoneme to complete words, match words and pictures, find the phoneme in a group of other letters)
  
- ▶ On each sheet there is a reminder of the way the letter is formed as well as a reminder of the action which accompanies that letter.
- ▶ Pronunciation is key!

# Phonics

## Support for parents

- ▶ Class teachers
- ▶ School website
  - ▶ Video which shares the correct pronunciation of each phoneme
  - ▶ Parent packs for each level
  - ▶ Parent sheets for everything taught throughout the phonics curriculum.

# Rhino Readers



# Rhino Readers



All children being taught phonics are to have reading books matched to their phonic ability

We have bought the Rhino Readers Scheme which partners Twinkl Phonics.

# Rhino Readers

## Teaching Reading

- ▶ Children are going to have a reading book at all times that they have chosen. This is not linked to the Twinkl Phonics Scheme but promotes reading for pleasure. This is a book for them to share with you at home.
- ▶ Children will read a reading book linked to their phonic understanding in school three times before it comes home.

# Rhino Readers

## Teaching Reading

- ▶ Session 1- reading and understanding key words, tricky words and understanding any new vocabulary.
- ▶ Session 2- reading the text again to develop and improve children's fluency.
- ▶ Session 3- reading the text again to develop comprehension skills; answering targeted questions.

# Rhino Readers

## Teaching Reading

- ▶ Children will bring the book home once they have read it the third time in school.
- ▶ It will need to be returned the next week, ready to repeat the cycle again with a new book.
- ▶ If the book is not returned, a note will be written in your child's planner
- ▶ If the book still is not returned or is damaged, Parents will be charged the cost of a new book, £5.